

Mentoring Instructional Coaching

November 13, 2012

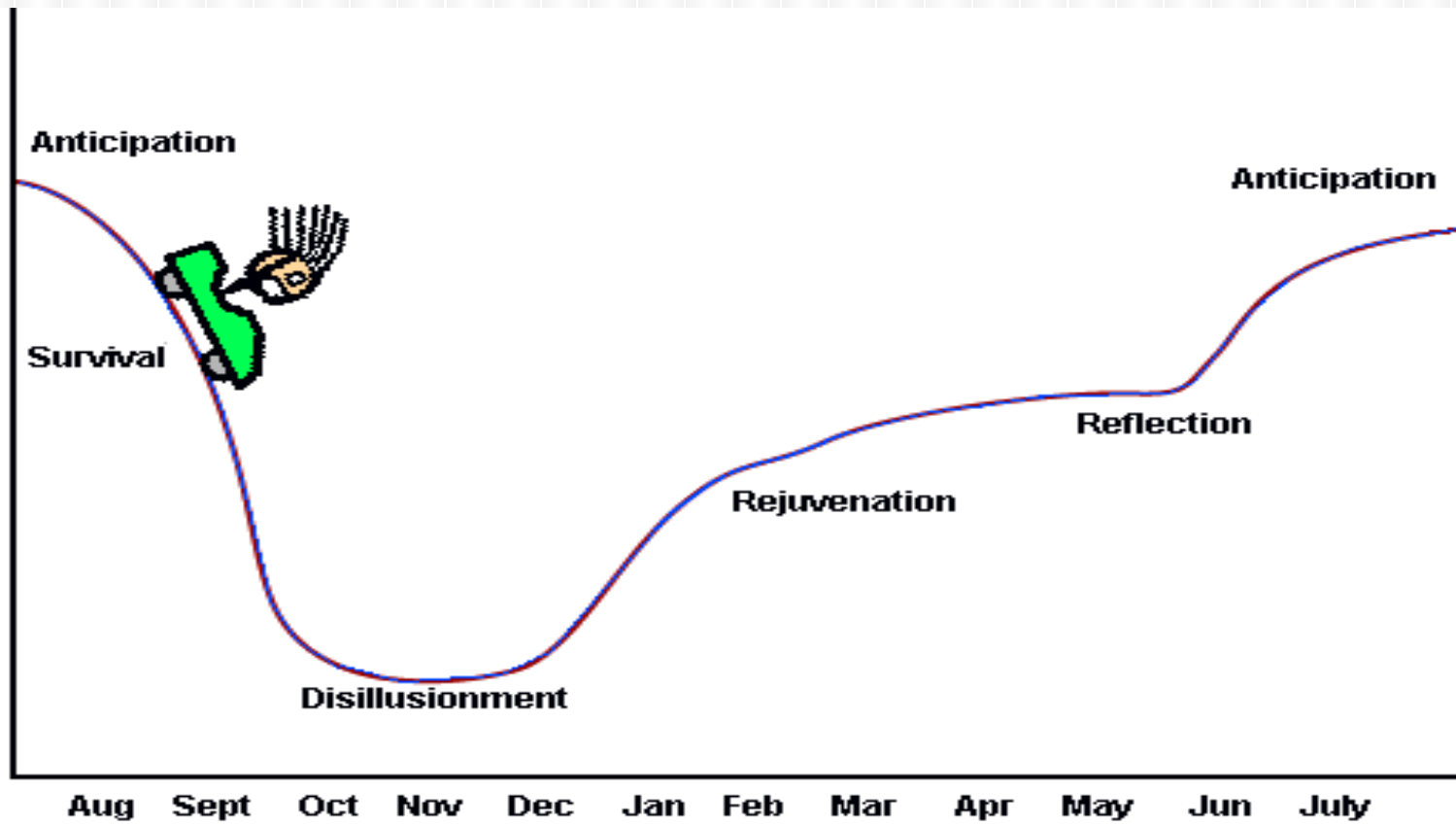
Review and New

- Check list (buddy mentoring) vs Instructional coaching mentoring
- The keys to a strong Mentor/Mentee relationship
 - Trust
- Watch Video
- Benefits of a strong mentoring program
 - Retention of teachers
 - Better teachers faster

The Roller Coaster

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http://blogs.edweek.org/teachers/coach_gs_teaching_tips/First-Year%20Teaching.gif



Quadrant Partners

Quadrant 1 - Someone in your building or near your grade level

Quadrant 2 - Someone not in your grade level or building

Quadrant 3 - Someone you don't know very well or at all

Quadrant 4 - Someone you know but not a quadrant partner yet

What is working?

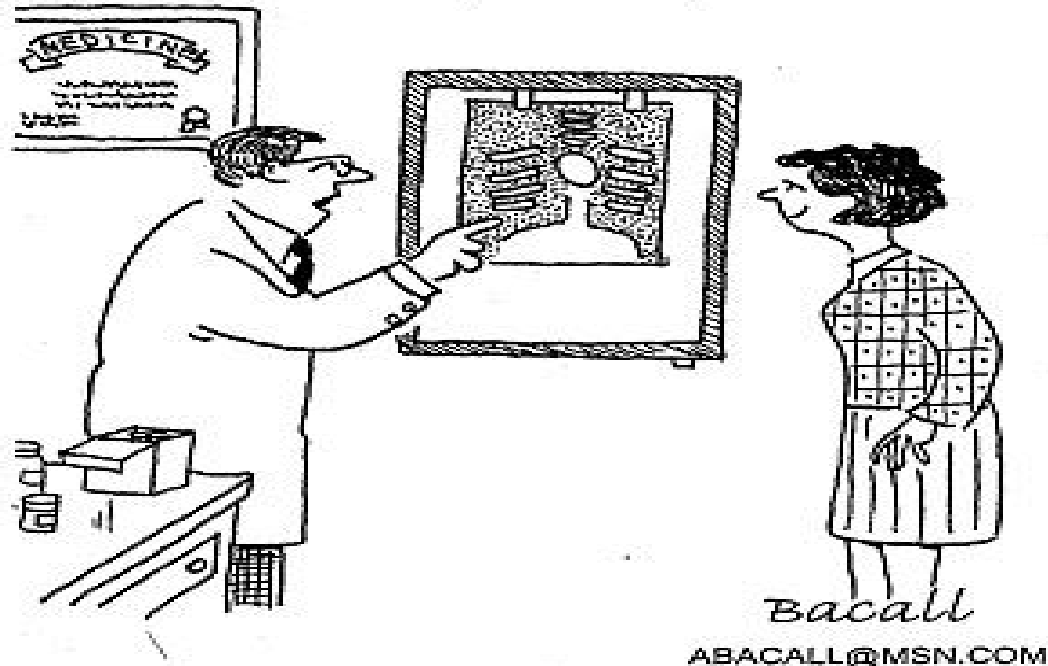
Give us your feedback

- How did your first meeting go?
- August meeting?
- September meetings?
- October meetings?
- Using the C.A.L.?
- Other feedback

OUR GOAL

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Autonomous Teachers



"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."

Guidelines for Responding

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- Be empathetic
- Make connections:
 - between ideas expressed
 - to your own experiences
- Summarize or paraphrase key ideas/feeling
- Extend and deepen thinking by:
 - Posing questions (Not WHY)
 - Making suggestions (when asked)
 - Sharing resources or knowledge (limited and strategic)
- Maintain nonjudgmental language

Differentiated Mentoring

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Instructive

- B.T. <<<<<< Mentor
- Mentor directs the interaction
- Mentor provides information
- Mentor offers suggestions and solutions
- Examples
 - Provides information
 - Models an instructional strategy
 - Shares thinking that leads to a solution

Differentiated Mentoring

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Collaborative

- B.T.<<<<>>>>Mentor
- Mentor guides interaction without necessarily controlling it
- Mentor and teacher co-construct solutions and material
- Example
 - Problem solve issues of practice
 - Analyze examples of student's work

Differentiated Mentoring

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Facilitative

- B.T.>>>>>>Mentor
- B.T. actively directs the flow of information
- Mentor acts as a facilitator of the B.T.'s thinking and problem-solving
- B.T. self-assesses and self-prescribes
- Examples
 - Listen as N.T. analyzes observation data
 - Poses questions that clarify the B.T.'s thinking

Active Listening

Using the language of active listening

- Paraphrasing
- Clarifying
- Mediation Questions
- Non-Judgmental Responses
- Suggestions
- Teachable Moments
- Suggestion Stems

Attitudes for Effective Listening

- You must truly want to hear what the other person has to say
- You must view the other person as a separate person from yourself
- You must genuinely be able to accept the other person's feeling, no matter how different from your own feeling.
- You must trust the other person's capacity to handle, work through, and find solutions to his/her problems.

Quadrant Partner 2 Activity

Using the "The New Teacher Says..." page in your packet:

- Identify the *first* approach you would use (ICF)
- Use active listening stems to respond to your partner
 - using at least one stem from each group

Collaborative Assessment Log

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What is a C.A.L.?

- A tool to guide conversations and tasks
- Guidance for mentor's support
- A record of the mentor/mentee meeting
- "Big Picture" feedback to improve the Mentor/Coaching Program
- Data to be used in a PDP for the mentee

Practice Using C.A.L.

- Use a C.A.L. to guide your reflection on the following prompt:
 - "Communication with Parents"
 - What is working
 - Goals, Challenges, Concerns
 - Teacher's Next Step
 - District's Next Step

Quadrant Partner 1

Using the CAL you just completed, have a conversation with your quadrant partner using the active listening stems.

The Future!

- Lead Mentors > <Mentor> <Mentee
- Building a Mentor Coach
 - Mentor Certification
- Two Year Timeline
 - Ongoing support and training